

UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

LSC 595: Professional Field Experience: Summer, 2009

This agreement must be signed by student, supervising librarian, and instructor before student's site work begins. By the second week of classes, student will ensure that each signatory has a copy and the original is submitted to the GSLIS Student Affairs Office to be filed.

Contact Information

Student (Name, address, phone, and e-mail): Laura Lavinia Littlefield, 14 James Street, Bangor; 1-207-942-5555; lavinia@myemail.com

Supervising librarian (Name, address, institution, phone, and e-mail): Gratia Countryman, Fantastic Public Library, Best Town; 1-000-555-1234; gratia@fantastic.org

Instructor (Name, address, phone, and e-mail): Gale Eaton, URI GSLIS, Rodman Hall, 94 West Alumni Ave., Kingston, RI 02881; 401-874-4641; geaton@mail.uri.edu

Credit hours: 3 Hours on site (45 per credit): 135 Start date: 5/18/09 End date: 7/24/09

Concise description: Children's Library Service

Major objectives. *Placement will emphasize GSLIS Educational Outcome 1, Professional Ethics, and between one and three other outcomes as appropriate; see attached page for list. Example: for a PFE in cataloging, a major objective would be based on Educational Outcome 3, "Knowledge Organization."*

1. Professional Ethics (GSLIS EO1a): Study and observe the application of ALA ethics & Library Bill of Rights to public library work with children
2. Knowledge Dissemination (GSLIS EO5a): Demonstrate competence in using service concepts, principles, and techniques to give children access to relevant, accurate information
3. Institution Management (GSLIS EO8c): Practice community outreach, advocacy, and strategic alliance building in development of programming for children

Specific activities to be carried out in support of objectives. *Student practice will support the major objectives. For instance, a children's services placement might support Outcome 5 through reference and readers' advisory work in children's room; an archival placement might support Outcome 3 through development of a finding aid.*

1. Work the desk—participate in daily routine, meeting needs of children & other users and referring to site supervisor and other librarians as needed (GSLIS EO1; GSLIS EO5a)
2. Accompany supervisor to meeting of state children's librarians (GSLIS EO8c)
3. Participate in story hour series at homeless shelter (GSLIS EO8c)
4. Create pathfinder for children preparing science fair projects (GSLIS EO5a)
5. Do quick review of literature on privacy / confidentiality rights of children; observe library practices & any issues that emerge, and consider implications in journal (GSLIS EO1)

Specific products to be presented as evidence of activities. *Work on site, scheduled with the site supervisor during the semester, is the student's primary responsibility; 45 hours on site are expected for each academic credit. The site supervisor will submit an evaluation of the student's performance; instructor will base 35% of the course grade on this evaluation. Other assignments are intended to support reflection on practice and to generate evidence of the student's achievement.*

Site agreement: Due by 5/22/2009; include copy in portfolio

Journal (specify weight: 15% to 30%): 25 % (45% minus poster session); First installment due by 7/1/2009; complete journal to be included in portfolio, due by 7/24/2009.

Participation in WebCT discussion (5%): Throughout semester; significant or insightful posts may be included in portfolio, due 7/24/2009

Poster session (specify weight: 15% to 30%): 20 % (45% minus journal); Presentation time & place TBA; represent in portfolio, due by 7/24/2009.

Portfolio (15%): due 7/24/2009

Assignments are described in syllabus. Questions? Please post to Sakai forum. Use following space to specify in advance (if possible) items you will plan to include in your poster session and/or portfolio: for instance, a database, a website, a press release, photos—anything that is naturally generated in the course of your PFE and that gives meaningful evidence of your achievement, without unnecessarily increasing your workload.

Faculty supervisor responsibilities:

Structure PFE course

Assist students as needed in framing educational objectives and finding appropriate placements

Support site supervisors as needed

Promote students' reflection on theory & practice (through moderated discussion, etc.)

Evaluate student products (journals, portfolios, poster sessions, etc.)

In consultation with site supervisors, evaluate and grade student performance

Site supervisor responsibilities:

Collaborate with student on PFE contract

Make necessary arrangements with the site

Orient student to site

Communicate with faculty supervisor on student progress

Complete written evaluation of student performance by July 27, 2009

_____	_____
<i>Student</i>	<i>Date</i>
_____	_____
<i>Site Supervisor</i>	<i>Date</i>
_____	_____
<i>Faculty Supervisor</i>	<i>Date</i>

GSLIS Educational Outcomes

A graduate of GSLIS has achieved professional knowledge, skills, competencies, and dispositions in core areas. Each professional field experience placement will emphasize between one and three of these GSLIS Educational Outcomes, and may reinforce others:

1. **Professional Ethics:**
 - a. Knows and is guided by the ethics, values and foundational principles of the library and information professions and professional associations.
 - b. Understands the role of library and information professionals and associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought.
2. **Resource Building:**
 - a. Knows the basic concepts, terminology, literature and issues related to the creation, evaluation, selection and acquisition of specific items or collections for diverse users.
 - b. Applies knowledge of the basic principles of storing, preserving conserving and disseminating information.
3. **Knowledge Organization:**
 - a. Applies the basic principles and standards involved in the organization and representation of knowledge and information structures for storage, retrieval, use, and evaluation of recorded information.
4. **Technological Knowledge:**
 - a. Demonstrates comprehension and competence in using information and communication technologies for professional presentations and to assist diverse users to access information resources in a variety of formats.
 - b. Understands and can apply the principles of techniques used to continuously track and analyze emerging technologies to recognize relevant innovations.
5. **Knowledge Dissemination: Service:**
 - a. Knows and demonstrates competence in using service concepts, principles and techniques that facilitate information access, relevance, and accuracy for users.
 - b. Retrieves, evaluates and synthesizes information from multiple sources and responds to complex needs of diverse users for resources and services.
6. **Knowledge Accumulation: Education and Lifelong Learning:**
 - a. Interacts with diverse individuals or groups of users to provide consultation, mediation or guidance in their use of information resources.
 - b. Knows basic learning theories, instructional methods, and achievement measures, and applies them to diverse learners in learning situations within libraries and other information providing agencies.
 - c. Demonstrates the ability to instruct and assess diverse patrons in the mastery of information literacy, which includes the skills needed to locate, access, use and evaluate information resources for continuing education or lifelong learning.
7. **Knowledge Inquiry: Research:**
 - a. Understands the process of research, research methods and research findings within the library and information fields and has an awareness of current literature in these and related areas.
 - b. Demonstrates a commitment to serve the profession and society, through participation and leadership in professional organizations or associations, as well as through publishing and other contributions to the field.
8. **Institution Management:**
 - a. Can manage library and information services effectively by applying the principles and practices of planning, management and the evaluation of libraries or other information providing agencies.
 - b. Demonstrates problem-solving, critical thinking, and decision-making skills in the planning for delivery and evaluation of library and information services in a changing global society.
 - c. Understands the necessity of community outreach, advocacy, and the formation of strategic alliances.

* GSLIS Educational Outcomes are aligned with the American Library Association's Core Competencies and indicators.